



Dual Language & Arts  
Magnet Middle School

**2013 - 2014**  
Annual Report

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Dual Language & Arts Magnet Middle School

Name of School

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Susan Goldstein

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### **Participating School Districts**

East Lyme  
Franklin  
Groton  
Ledyard  
Montville  
New London  
Norwich  
Stonington  
Waterford

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## *Information for Statewide Policymakers*

- 1) Describe the methods used to ensure recruitment and retention of a diverse student body, and how the demand for your program translates into sustained interest in the school. Please include any specific efforts in reaching families that may not yet be familiar with school choice programs. (Note: not applicable for those schools who were required to submit an enrollment management plan in the spring of 2014 due to non-compliance)

The recruitment and admissions process for the Dual Language Arts Magnet Middle School begins in January by developing and distributing sell sheets to key agencies in New London, Waterford and suburban school districts and local libraries. Public service announcements and posters are also disseminated in November and December. Newspapers and radio announcements further support student recruitment. Starting in December prospective families are invited to an Open House, provided a number of times in the evening and on Saturday morning. During the Open House and guided tours, families are introduced to the philosophy of the school, the curriculum, transportation possibilities, and other important aspects of the school. At the end of the guided tour, parents have an opportunity to have any questions answered, and an application form is provided. Prospective students are encouraged to participate in a visitation shadow day.

To summarize, in order to attract a diverse population recruitment information is posted through:

- Guided Tour sell sheets
- Open House Program
- Newspaper advertisements
- Flyers sent home with students as well as distributed throughout the community.
- Public service announcements
- Posters
- Radio Broadcasts
- Web site
- Student Shadow Days

To maintain a diverse population:

- School-wide documents are sent home to families in two languages, Spanish and English.
- Translation services is provided during PPT meetings, parent conferences as necessary
- A diverse staff is hired
- Relationships are developed with community partners
- The school's diversity is celebrated

- 2) Describe your school's professional development priorities for 2013-14. Be specific as to activities that support your special magnet theme.

The focus of professional development at the Dual Language and Arts M.M.S. during the 2013-2014 school year was enhanced instruction and improved student learning through SRBI, second year PBIS implementation, differentiated instruction, and tiered interventions.

Date	Activity	Staff
Nov 5, 2013 10:30-12:30	Effective Instruction for English Language Learners Part 1	All
Feb. 28 <sup>th</sup> 3:15-4:15	Understanding the Terms of the MSAP Grant: Reaching a Common Understanding	All
March 22	Dual Language Conference, New Haven CT	Sue Goldstein, Sasha Gauley
March 31 8:00-11:00	Effective Instruction for English Language Learners Part 2	All teacher
March-June	Planning an integrated Unit- The Harlem Renaissance	All teachers
June 26-Jul 2	LEARN Curriculum Academy	ALL teachers
July 29-Aug.1	Developmental Designs Workshop: Comprehensive practices that integrate social and academic learning.	All teachers
Aug. 20, 21	Making Dual Language and Literacy Work for your School- A 2 day workshop at DLAMMS	All teachers

- 3) What does your school do uniquely well (related to your magnet theme) that you think other regular public schools may replicate on the local level or in other public schools.

The focused themes of DLAA are Languages (Spanish and English) and the Arts. The school maintains its mission to provide an enrichment-based program dedicated to building a student body that is bilingual, bi-literate, and multicultural.

The arts (music, dance, fine arts and technical arts) are integrated through language (arts in Spanish) and through integrated units. The school did a whole school integrated unit on the

Harlem Renaissance for six weeks last spring. This unit integrated the history, literature, art, poetry, and music and Latin immigration during this historical period. The culminating event was “A Night at the Savoy” a celebration of the student work and learning that took place in this unit. Students performed songs, poetry, skits and other music (blues) as well and Spanish poetry as well. Over 80 students and their families attended.

In the spring Dual Language and Arts M.M.S began a program of integrating the arts into the Spanish class. In the coming year Spanish will be integrated into all the content areas.

- 4) Describe the manner in which you promote replication of your school’s best practices with regular public schools.

Seven years ago when the Dual Language Arts Academy opened, it was a collaboration between only two districts (New London and Waterford). Since then, the school has had such success that it has added suburban public school participation. East Lyme, Franklin, Groton, Ledyard, Montville, Norwich, Stonington have become participating districts during the 2013-2014 school year.

The school has partnered with several district that participate in the interdistrict LEARN grants.

- 5) Describe your school’s two greatest challenges/obstacles to meeting or exceeding the school-wide student learning goals in 2014-15. Please include ways in which the CSDE may support our school in meeting these challenges through enhanced professional development opportunities or specific technical assistance on matters needing close attention.

Even though the Dual Language and Arts M.M.S. has had tremendous support from its two founding districts, New London and Waterford, the budget has been one of its challenges, but improvements are occurring as enrollment increases. The school has hired a part- time administrator and has moved to advance instruction and enhanced programming. Transportation remains a substantial issue, but creativity and flexibility have somewhat offset this problem. The remaining challenge is being able to hire a highly qualified bilingual staff. Spanish and Art instruction received further emphasis this year with the addition of an arts specialist and a full-time Spanish teacher.

- 6) Provide the number of applications received by grade and town of residence; as of date of lottery.

Grade		
6		103
7		8
8		8
TOTAL		119

	#	%	#	%
East Lyme (45)			5	
Groton (59)			18	
Ledyard (72)			5	
Montville (86)			4	
New London (95)	82			
North Stonington (102)			1	
Norwich (104)			1	
Stonington (137)			1	
Waterford (152)			2	
<b>Sub totals</b>	<b>82</b>	<b>68.9%</b>	<b>37</b>	<b>31.1%</b>
Total applicant pool	<b>119</b>			

7) Provide the number of students on wait list/pool by grade, race and residence; as of October 1, 2013, (see note)

### DLAA Applicant Pool for 2013-2014

	Non-minority		Minority		Urban		
American Indian (1)			0		New London (95)	28	100.0%
Asian (2)			0				
Black (3)			8	28%	<b>Total</b>	<b>28</b>	<b>100.0%</b>
Hispanic (5)			20	72%			
White (4)	0						
Sub-total	0	0.0%	28	100.0%			
<b>TOTAL</b>	<b>28</b>						

#### Grade

6	28
7	0
8	0
<b>TOTAL</b>	<b>28</b>

#### Gender

Males	10
Females	18
<b>TOTAL</b>	<b>28</b>

Note: Wait list/pool refers to those students not enrolled in your school or another interdistrict magnet school who applied for admission to your school for the 2013-14 year. Example: any student who entered a lottery for admission to your school as a first choice that ultimately not placed in any interdistrict magnet school.

# Financial Information

Magnet School Name: Dual Language & Arts MMS School Code:2455014

SCHEDULE 1: Total Current Expenditures from All Sources by Function and Object									
Report All Cash Expenditures and Encumbrances from All Sources Regular and Special Education. #									
LINE	CODE	FUNCTION (Program Area)	OBJECT						
			Total	Salaries	Employee Benefits	Purchased Services	Supplies	Property	Other
			(Col. 1)	(Col. 2)	(Col. 3)	(Col. 4)	(Col. 5)	(Col. 6)	(Col. 7)
1202	1000	Program Expenditures	794,724	444,995	154,902	132,859	59,018	2,500	450
1203	2100	Support Services – Students	51,195	37,223	4,709	3,000			6,263
1204	2200	Improvement of Instructional Services	40			40			
1205	2300	Support Services - General Admin.	\$ -						
1206	2400	School Based Administration	166,798	120,141	40,543	2,454	1,836	1,822	
1207	2600	Operation and Maintenance of Plant Svc.	162,700					162,700	
1208	2700	Student Transportation Services							
1209	2500 2900	Support Services	88,710			88,710			
1210	3100	Net Expenditures for Food Services							
1211	3200	Net Expenditures for Enterprise Operations							
1212		Indirect Overhead	57,596						
1213	TOTAL		1,321,762						

\* Do not include transportation costs associated with home to school and back home or the excess cost of special education services.

<b>SCHEDULE 2: Revenues by Source</b>		
<b>Include all projected revenues for the school</b>		
<b>LINE</b>	<b>CODE DESCRIPTION</b>	<b>Total Revenue (Col. 1)</b>
220	xxxx State Grants**	
	Other State Grants	932,200
221	xxxx Federal Grants**	
	Title Grant monies	120,654
222	1920 Contributions	
	Other Grants	-
226	xxxx Other Sources of Revenue**	
	Tuitions/Services	278,244
	Local Reimbursement	
	In Kind	\$ 19,000
299	Total	1,350,098

## ***Basic Checklist for Title IX and 504/ADA Compliance***

Both Title IX (34 CFR § 106.9) and Section 504 (34 CFR § 104.8) require that educational entities that receive federal funds must have a policy on nondiscrimination and a published statement. The publication of this statement notifies applicants, students, employees and parents that it does not discriminate on the basis of race, color, national origin, sex, or disability. Schools and educational agencies that receive federal funds must list the Coordinators of Section 504 and Title IX with their name/title, address and phone number in the notice of nondiscrimination.

The following checklist was prepared to assist you in meeting some minimum requirements of Title IX of the Education Amendments of 1972, Section 504 and the Americans with Disabilities Act. It is not an exhaustive checklist and therefore should not be used as a substitute for careful reading of the regulations themselves.

### **§ 106.8 Designation of responsible employee and adoption of grievance procedures.**

1.  At least one Title IX coordinator has been designated at the district or school level to coordinate efforts to comply with Title IX, including investigations of any complaints.
2.  At least one Section 504/ADA coordinator has been designated at the district or school level to coordinate efforts to comply with Section 504/ADA requirements, including investigations of any complaints.
3.  All students and employees have been notified of the name(s), office address (es), and telephone number(s) of the coordinator(s).
4.  Grievance procedures for students have been adopted and published.
5.  Grievance procedures for employees have been adopted and published.

(Authority: Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

### **§ 106.9 Dissemination of policy.**

6. The following been notified of a policy of nondiscrimination.
  - applicants for admission and employment
  - students and parents of students
  - employees
  - sources of referral of applicants
  - unions, professional organizations
7. Notification of a policy of nondiscrimination has been placed in one or more of the following:
  - local newspapers
  - school newspapers and magazines
  - memoranda's or other written communications distributed annually to each student and employee
  - announcements, bulletins, catalogs, student and faculty handbooks
  - application forms
8.  The above-listed school publications are free of text and illustrations suggesting differential treatment on the basis of sex or disability.
9.  Admission and recruitment representatives (including counselors or student advisors and personnel officers) have been advised of the nondiscrimination policy and requirements for adherence to the policy.

(Authority: Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682); [45 FR 30955, May 9, 1980, as amended at 65 FR 68056, Nov. 13, 2000]